Unit title	Unit 7: Infection Prevention and Control
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
● Unit 2: Anatomy and Physiology for Health and Social Care ● Unit 5: Principles of Safe Practice in Health and Social Care ● Unit 6: Promoting Public Health	

Key to learning opportunities			
IA	Internal assessment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by tutor

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Understand the causes of infections and transmission of infection				
1	Introduction	C/IS	**Tutor-led discussion:** provide definitions of the words 'infection' and 'transmission'. **Small group activity:** a brainstorm activity in which learners bring together their current knowledge of infection control and prevention. This allows learners to reflect on relevant knowledge and activities from any work experience placements, previous studies or visits to any health and social care settings.	
2	**A1** Causes of infection	C/IS	**Tutor-led discussion:** explain agents of infection, to include bacteria, virus, parasites, fungi. Show visual images of each. **Small group activity:** split learners into four groups, each group to research one of the agents of infection and present the information back to the rest of the group.	Internet ICT Presentation material Visual images
3	**A1** Causes of infection	C/IS	**Tutor-led discussion:** explain reservoirs of infection, to include other people, organisms, spore/cyst formation. **Independent learning activity:** research the different reservoirs of infection and make notes. **Tutor-led discussion:** explain carriers of infection, to include water-borne diseases, vector-(insect-)borne diseases, human contact, raw or infected food. **Independent learning activity:** research the	Internet ICT Lists of reservoirs and carriers from specification

Lesson	Topic	Lesson type	Suggested activities	Resources
			different carriers of infection and make notes.	
4	**A2** Types of infection and resulting diseases	C/IS	**Tutor-led discussion:** types of infection, to include systematic infection, localised infection. **Small group activity:** split learners into four groups, each group to research the symptoms of diseases caused by each agent of infection to include those below: ● fungi, e.g. tinea pedis, tinea corporis ● viruses, e.g. influenza, common cold, Norovirus, hepatitis B, hepatitis C, poliomyelitis ● bacteria, e.g. MRSA, tetanus, tuberculosis, cholera, diphtheria, salmonellosis ● vector-borne diseases, e.g. malaria, Alkhumra haemorrhagic fever, Crimean-Congo haemorrhagic fever, yellow fever	Internet ICT List of diseases from specification
5	**A3** Ways infections are transmitted	C/IS	**Tutor-led discussion:** conditions needed for growth of micro-organisms – warmth, moisture, nutrients. **Independent learning activity:** learners to research and make notes on factors aiding transmission, including: ● susceptibility of the host, e.g. age, nutrition, lifestyle ● environmental factors – climate, vector presence, sanitation, pollution ● social factors – poverty, housing conditions,	ICT Internet access List of factors from specification

Lesson	Topic	Lesson type	Suggested activities	Resources
			nutrition, travel/migration.	
6	**A3** Ways infections are transmitted	C/IS	**Tutor-led discussion:** introduce how infective agents can be transmitted and enter the body. **Independent learning activity:** learners to research and make notes on how infective agents can be transmitted and enter the body. This could be done as a table to include: ● food-borne diseases resulting from poor food hygiene, e.g. salmonellosis, Norovirus ● water-borne diseases resulting from unclean water supplies, e.g. poliomyelitis, cholera ● transmission through droplet infection, e.g. influenza, common cold, tuberculosis, diphtheria ● transmission through body fluids, e.g. hepatitis B, hepatitis C ● transmission of vector-borne diseases through bites from infected arthropods, e.g. malaria, Alkhumra haemorrhagic fever, Crimean-Congo haemorrhagic fever, yellow fever.	ICT Internet access List of infective agents from specification
7	**A1, A2, A3**	RS	**Revision session:** learners could produce questions to make up a quiz to revise all knowledge learned.	ICT Materials for quiz
8	**A1, A2, A3**	RS	**Tutor-led discussion:** cover key command verbs and what is required for each grading criterion.	ICT Relevant assignment

Lesson	Topic	Lesson type	Suggested activities	Resources
				information from the specification
9–12	**A1, A2, A3**	IA	**Assignment writing:** learners to compile the information required for the first assignment and make sure all unit content is covered.	ICT Relevant assignment information
Learning aim B: Explore how to prevent and control the transmission of infection in health and social care settings				
13	**B1** The use of standard procedures to prevent infection in health and social care settings	V/GS/C	**Tutor-led discussion:** cover the procedures used to prevent infection. **Small group activity:** learners can participate in a paired activity to reflect on their experiences of infection control procedures. **Visit:** learners would benefit from visits to, for example, your centre's canteen to see, and if possible have a go at, appropriate food handling, storage, preparation and cooking practices in action. Learners could summarise what they learn from the visit as posters that could be judged by the member of staff from the canteen who assisted at the visit. **Guest speaker:** learners will need to have information that covers all required aspects of the correct handling of waste. This can be carried out by the tutor in the form of a presentation or by a relevant guest speaker.	Appropriate setting to visit and guest speaker if possible – speaker could be at place visited
14	**B1** The use of	IS	**Independent learning activity:** learners to	ICT

Lesson	Topic	Lesson type	Suggested activities	Resources
	standard procedures to prevent infection in health and social care settings		research standard procedures to include: ● cleanliness, including hand-washing techniques, use of antiseptics and alcohol gels, using washing facilities, maintaining a clean environment, maintaining equipment in the setting ● appropriate food-handling practices for preparing, cooking, serving and storing food, including chilling/freezing, wrapping, storage times post preparation, food storage temperatures, defrosting, use-by dates, prevention of cross-contamination ● correct handling and disposal of waste, e.g. spillages, soiled laundry management, household waste, sharps, clinical/hazardous waste, biological spillages, correct handling and disposal of waste using the correct colour-coded bag or bin ● use of personal protective equipment (PPE) – purpose, correct practice for application, use and disposal.	Internet access List of procedures from specification PPE for learners to try on
15	**B2** Decontamination techniques	C/IS	**Tutor-led discussion:** this topic can be introduced to learners by encouraging them to reflect on decontamination techniques that they have seen in practice and summarising this information on the whiteboard. **Small group activity:** learners can work in small groups to research an organisational decontamination	ICT Internet access Presentation materials

Lesson	Topic	Lesson type	Suggested activities	Resources
			policy and then each group can present this policy to the class. **Independent learning activity:** learners can go on to work in pairs to write three lists identifying items that are found in health and social care settings and stating whether they provide low, medium or high risk of contamination. Learners are to be encouraged to use as many examples as possible from their work placement or other health and social care settings that they have visited.	
16	**B1, B2**	RS	**Small group activity:** to prepare for assessment, learners can continue to work in pairs to put together and act out a scenario in which they are involved in demonstrating the correct use of standard procedures to prevent infection in a health and social care setting. In a second scenario they can demonstrate the correct decontamination techniques in a health and social care setting. Tutors should check scenarios for validity and appropriateness.	ICT Internet access Materials and space for the scenarios – these could be pre-prepared
17–20	**B1, B2**	IA	**Assignment writing:** learners need to give full details regarding which standard procedures and what decontamination techniques they are going to role play and in which type of health and social care setting. Scenarios must be carried out in a classroom situation. It may be relevant to book these sessions in a science laboratory if possible. All due care needs to be taken regarding health and safety of learners in	Relevant assignment information from the specification

Lesson	Topic	Lesson type	Suggested activities	Resources
			these sessions.	
Learning aim C: Investigate the roles and responsibilities of health and social care organisations and workers in preventing and controlling infections				
21	**C1** Organisational policies and procedures to minimise infections in health and social care settings	IS/C	**Tutor-led discussion:** impact of relevant legislation on organisational policies and procedures and roles of organisations in preventing and controlling infections. **Small group activity:** learners can work in pairs to note down their current knowledge of any standard precautions to control and prevent infections in relevant settings. They can go on to research relevant legislation used by settings to produce policies and procedures that are implemented in the setting. Groups to feed back their information to the class and the tutor to ensure that all the required range of policies and procedures as given in the content are covered.	ICT Internet access Presentation materials
22	**C1** Organisational policies and procedures to minimise infections in health and social care settings	IS/C	**Tutor-led discussion:** explain different ways of ensuring policies and procedures are in place and followed. **Independent learning activity:** learners to create a table that covers the ways in which organisations ensure policies and procedures are followed, to include: ● documentation and record keeping ● reporting outbreaks of infectious diseases	ICT Internet access

Lesson	Topic	Lesson type	Suggested activities	Resources
			● admissions and transfer of patients with infections ● collection, handling and storing of specimens, e.g. blood, urine, saliva, sputum, faeces ● personal hygiene procedures, e.g. World Health Organization (WHO) hand hygiene guidelines ● food hygiene procedures ● correct use of PPE ● disposal of waste procedures ● ensuring visitors comply with hygiene policies and procedures.	
23	**C2** Roles and responsibilities of health and social care workers	C/IS	**Tutor-led discussion:** introduce the role of health and social care workers. **Small group activity:** learners can work in pairs to note down as many different health and social care roles as possible. You could tally how many each group has and praise the group that identifies the most. The job roles can be delegated among the groups. Each group to research and present the roles of each job that specifically deal with aspects of infection prevention and control. Each group to present their findings to the class.	ICT Internet access Presentation materials
24	**C2** Roles and responsibilities of health and social care workers	C/IS	**Tutor-led discussion:** provide information regarding the range of policies and procedures that health and social care practitioners must follow to prevent and control infections. (There are 10 policies and	ICT Internet access Display materials

Lesson	Topic	Lesson type	Suggested activities	Resources
			procedures given in the unit content.) **Small group activity:** learners can work in their groups to identify which policies and procedures are directly related to the job role that they have previously identified. They should then produce a professional leaflet with information regarding their identified job role and what this role involves regarding infection prevention and control. All leaflets can be presented in a wall display.	
25	**C2** Roles and responsibilities of health and social care workers	IS/C	**Tutor-led discussion:** definitions of primary protection and secondary protection. **Independent learning activity:** learners can complete this topic by researching aspects of both primary and secondary protection in settings that they have experienced. The following aspects should be included: immunisation, drug treatment, national health initiatives and screening.	ICT Internet access
26	**C1, C2**	RS	**Revision session:** learners could produce questions or revision cards to revise all knowledge learned.	ICT, card
27–30	**C1, C2**	IA	**Assignment writing:** learners to compile the information required for the first assignment and make sure all unit content is covered.	Relevant assignment information from the specification

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each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.